**Process Essentials**

**Big Ideas**

* Multiple, short informal observations (learning walks/walk throughs) take place throughout the year, in addition to the formal observations
* Feedback is provided after each informal and formal observation
* All observation data is formative until the end of the year (summative) evaluation
* Teacher plays an active role in the learning process during each phase

**Before Pre-Observation Conference**

* For formal observation, administrator reviews lesson plan ahead of conference and identifies a “lever” (conferencing point)

**During the Pre-Observation Conference**

* Administrator asks clarifying and coaching questions related to lever
* Teacher has an opportunity to practice applying “lever” during the conference with immediate feedback from the administrator
* Teacher does the majority of the talking and thinking

**Before Post-observation Conference**

* Teacher and administrator independently review evidence and rate each component
* Teacher has opportunity to add additional evidence that the administrator may have missed
* Teacher provides self-assessment ratings to administrator
* Administrator compares ratings with teacher self-assessment and identifies areas of agreement and disagreement in preparation for discussion with teacher
* Administrator selects lever for conference focus

**During the Post-Observation Conference**

* Teacher does the majority of talking and thinking
* Administrator asks clarifying and coaching questions related to lever
* Administrator and teacher discuss and practice applying lever during post-observation conference
* Teacher and administrator calibrate during post-conference for components where ratings don’t match using evidence and instructional rubric
* Administrator records next steps related to lever

**After the Post Observation Conference**

* Follow-up observation and feedback on application of lever during classroom instruction